

Kino Junior High School

ARIZONA SCHOOL REPORT CARD 2003-04

848 N. Horne, Mesa, AZ 85203

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Stephen E. Pierson
Schedule : 8:00 AM to 4:15 PM
Grades : 7-9
2003 Enrollment : 1180
Web Address : www.mpsaz.org/kino
Phone Number : (480) 472-2400
Fax Number : (480) 472-2549
E-mail :

Mission

Kino Junior High exists to teach, encourage, motivate and assist each student to continue his/her education and become a self-disciplined individual who is an asset to society.

School / Academic Goals

ü Develop and improve students' reading and writing skills.

ü Develop and improve students' math problem solving skills.

Instructional Programs

ü Comprehensive Program
ü Extended-day Schedule Available
ü Advanced and Remedial Options
ü Fine Arts (Art, Music & Drama)

Enrollment

October 1, 2002 School Year Student Enrollment : 1253
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 71

Calendar Information

Number of Instruction Days : 185
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Attendance
 Ü Homework Policy
 Ü Discipline
 Ü Curriculum Development
 Ü Extracurricular Activities
 Ü Current Issues/Concerns

Staffing Information for School Year 2003-04

Position

Number

Position

Number

Administrator

2.00

Teacher

57.90

Other Professional Staff

6.00

Teacher Aide

7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

7

7

1

0

4 to 6 years

2

5

0

0

7 to 9 years

1

2

0

0

10 or more years

9

40

1

0

Shared Responsibilities

School

We will provide a safe learning environment; a nurturing, student-oriented staff; research-based instruction; a sound program to develop student responsibility; a data-based school improvement plan; and ongoing communication with the home.

Parents

Parents have the responsibilities to ensure regular student attendance, maintain contact with teachers as needed, support homework completion, and to help their youngsters appreciate the value of their education.

Resources Available at School Site

Special Facilities

Ü Six Computer Labs

Ü Computerized Media Center

Extracurricular Activities

Ü Many Clubs/Organizations

Ü Three Orchestras/Three Bands/Two Choirs

Ü After School Sports--All Grades

Ü Drama

Social Services

Ü Recreational Activities

Ü Referral to Community Services

Ü Breakfast and Lunch Program

Ü Mesa Police Resource Officer

Transportation Policy

Students who live more than 1 1/2 miles from campus are bused. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü AVID (Advancement Via Individual Determination): a college prep elective serving 150 students. Goal: first in family to attend a 4-year college. Rigorous studies include math, reading and English. 85% of AVID students achieved one year gain.
- ü The 9th grade class met Kino goals for one year gain in reading, math and language. All grade levels met one year gain goals in language. 85% of seventh graders met one year gains in math, and 81% made the gain in language.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Award-winning Orchestra	2001
ü Award-winning Band	2002
ü Regional Middle School Physical Ed. Teacher of the Year	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	19	20	20	20
Transfers In ⁴ (Within District)	3	2	2	2
Transfers In ⁵ (Out of District)	10	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	0			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	54	72
Grades 7-8	78	70

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	394	5563	71167	100	98	99	486	480	463	24	24	38	38	41	41	19	23	14	20	13	7
All Students (Prior Year)	420	5251	66213	NA	NA	NA	476	476	459	25	25	39	40	43	40	24	22	14	11	11	7
Female	200	2705	34825	101	98	99	483	480	462	24	22	38	41	43	42	16	24	14	18	11	6
Male	194	2854	36047	99	98	99	489	481	464	23	26	38	34	38	39	22	22	15	21	14	8
African American	16	212	3225	100	100	95	455	450	441	31	47	57	69	36	34	0	13	6	0	4	2
Hispanic	137	1403	23643	96	97	97	456	456	445	42	40	53	43	43	37	10	13	8	5	4	2
Asian/Pacific Islander	NC	118	1503	NC	100	100	NC	499	493	NC	17	18	NC	35	40	NC	25	23	NC	22	19
American Indian/Alaskan Native	27	211	5161	108	100	103	469	455	435	36	43	63	36	40	30	14	11	5	14	7	2
White	208	3597	35245	102	98	95	503	490	476	13	17	26	34	41	45	26	27	19	27	16	10
Students with Disabilities	33	537	8095	106	104	104	429	436	426	64	59	69	29	28	25	7	10	5	0	2	1
Students without Disabilities	361	5026	63072	100	98	99	488	483	464	22	22	37	38	41	41	20	24	15	20	13	7
Limited English Proficient Students	40	306	10317	91	99	111	NA	430	426	NA	72	72	NA	24	25	NA	3	2	NA	0	1
Migrant Students	NC	26	614				NC	434	440	NC	73	57	NC	13	34	NC	0	6	NC	13	3
Economically Disadvantaged	97	365	17057				449	431	440	53	69	58	36	28	34	7	2	6	4	1	2
Non-Economically Disadvantaged	297	5198	54110				495	483	468	16	21	33	38	42	43	22	24	16	24	13	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	392	5561	71100	100	98	99	501	507	502	24	20	25	21	20	21	39	44	40	15	17	15
All Students (Prior Year)	417	5235	66144	NA	NA	NA	506	511	504	21	18	24	21	19	20	43	44	40	16	19	16
Female	199	2708	34801	101	98	99	503	511	505	22	15	21	24	20	22	38	46	42	16	18	15
Male	193	2848	36010	99	98	99	499	503	499	26	24	28	19	19	20	41	41	38	13	16	14
African American	16	213	3219	100	100	95	485	486	486	38	39	38	31	24	24	19	28	31	13	9	7
Hispanic	137	1414	23630	96	97	96	480	486	485	43	34	37	26	27	25	23	33	32	8	6	6
Asian/Pacific Islander	NC	118	1509	NC	100	100	NC	520	522	NC	13	12	NC	10	14	NC	50	46	NC	28	28
American Indian/Alaskan Native	26	203	5144	104	97	102	490	485	478	30	40	46	20	20	24	45	35	25	5	5	5
White	207	3589	35198	101	98	95	513	516	515	13	14	15	19	17	18	49	48	47	19	21	21
Students with Disabilities	32	535	8121	103	103	105	469	471	470	63	54	55	13	21	20	13	21	21	13	4	4
Students without Disabilities	360	5026	62979	99	98	99	502	509	503	23	18	23	22	19	21	40	45	41	15	17	15
Limited English Proficient Students	40	309	10304	91	100	110	NA	459	462	NA	65	63	NA	35	23	NA	0	13	NA	0	1
Migrant Students	NC	26	623				NC	488	475	NC	36	45	NC	29	27	NC	29	25	NC	7	3
Economically Disadvantaged	96	366	17040				466	464	483	55	61	40	28	26	25	16	12	29	1	1	6
Non-Economically Disadvantaged	296	5195	54060				510	510	507	16	17	20	20	19	20	45	46	43	18	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	5441	69001	96	96	96	491	494	490	16	13	17	37	36	37	47	50	45	0	0	1
All Students (Prior Year)	394	5058	63579	NA	NA	NA	493	500	493	12	10	15	44	39	42	44	49	41	0	2	2
Female	192	2667	34086	97	97	97	497	500	496	10	9	13	35	34	36	55	57	51	0	0	1
Male	185	2769	34644	95	95	95	484	487	484	23	18	22	38	39	39	38	43	38	1	0	0
African American	15	204	3115	94	96	92	479	479	478	14	24	25	57	48	44	29	28	31	0	0	0
Hispanic	129	1371	22656	90	94	92	467	476	476	36	26	27	39	43	43	25	31	30	0	0	0
Asian/Pacific Islander	NC	115	1472	NC	97	98	NC	501	507	NC	7	8	NC	32	30	NC	60	60	NC	1	2
American Indian/Alaskan Native	23	198	4940	92	94	98	493	480	469	24	20	34	41	50	43	35	30	23	0	0	0
White	203	3531	34501	100	96	93	502	500	500	7	9	10	34	33	34	58	57	55	1	1	1
Students with Disabilities	31	472	7386	100	91	95	462	466	459	50	37	46	50	44	37	0	19	17	0	1	0
Students without Disabilities	346	4969	61615	96	97	97	491	495	491	16	13	16	37	36	37	47	51	45	0	0	1
Limited English Proficient Students	37	296	9662	84	96	104	NA	449	454	NA	53	51	NA	47	40	NA	0	9	NA	0	0
Migrant Students	NC	25	590				NC	470	466	NC	36	35	NC	50	43	NC	14	22	NC	0	0
Economically Disadvantaged	92	360	16383				463	455	472	38	47	30	48	44	43	14	8	26	0	0	0
Non-Economically Disadvantaged	285	5081	52618				498	496	494	11	12	14	34	36	36	55	52	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	55	60	53	99	43	53	48	98	47	59	51
	Language	94	59	63	55	99	46	56	51	98	55	62	54
	Mathematics	91	72	71	57	100	66	67	54	97	68	74	58
8	Reading	94	56	62	55	99	50	54	49	97	50	58	53
	Language	95	51	57	50	99	45	51	46	98	51	56	49
	Mathematics	92	73	70	57	99	64	66	54	97	66	69	58
9	Reading	95	48	52	43	99	45	46	37	98	46	50	41
	Language	95	52	53	41	100	46	49	38	98	53	54	42
	Mathematics	96	72	71	59	100	70	71	56	99	74	74	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have an active program of prevention and enforcement through collaboration of all school staff, police and probation officials. Clear and concise student behavior rules and expectations are set and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Dr. Steve Pierson	(480) 472-2401
Transportation Policy	Community Relations	(480) 472-0178
Community Resources	Dr. Steve Pierson	(480) 472-2401
School Nutrition Programs	Ms. Loretta Zullo	(480) 472-0908
Parent Organization	Dr. Steve Pierson	(480) 472-2401
Student Health/Nurse	Ms. Catherine Mull	(480) 472-2420

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards